BEA'S PLAN B

AFTERSCHOOL GROUP

After-school Behavior Management Policy

Bullying, Boundaries and Positive Behaviour

Setting: Bea´s Plan B
Group Size: 12 children
Policy applies to: All children, future staff, volunteers and visitors
Review: Annually, or sooner if required.

This policy will be available from our website, however it will be handed to all parents, guardians, future staff and children as it must be signed in agreement.

1. Purpose

Our afterschool group is committed to providing a safe, welcoming and inclusive environment where every child feels respected, valued and able to enjoy their time with us.
This policy establishes clear expectations for behaviour, with particular attention to bullying, personal boundaries, respectful relationships and the safe management of challenging behavior.

We have a **zero-tolerance approach to sexist, racist, misogynistic, classist, homophobic, discriminatory or otherwise prejudicial comments or behavior.** Such language or behavior will not be accepted from children, parents/carers, staff or visitors, whether intended as a joke or not.

Everyone using the afterschool group is expected to treat others with dignity, respect and equality, regardless of their gender, race, background, social or economic circumstances, identity, beliefs or personal characteristics.

We believe that children should be supported to understand the impact of their behaviour and learn positive ways of managing disagreements and emotions.

If we at Bea´s Plan B consider that there is no real intention or possible amendment of wrong behavior related to the above-mentioned demeanors, the children might not be able to continue attending the group.

2. Our Behaviour Expectations

All children are expected to:
• Treat other children and adults with respect.
• Use appropriate and respectful language.
• Listen when another person is speaking.
• Respect personal space and belongings.
• Follow reasonable instructions from staff.
• Keep their hands, feet and objects to themselves.
• Include others in activities wherever reasonably possible.
• Tell a member of staff if they feel unsafe, upset or uncomfortable.
• Respect the boundaries of other children and adults.
• Take responsibility for their actions and, where appropriate, help repair any harm caused. We will model these behaviours at all times.

3. Personal Boundaries

Children have the right to feel safe and comfortable in the group.
Staff will help children understand that:
• Everyone has the right to personal space.
• No one should touch another person in a way that makes them uncomfortable.
• Children must respect the word “stop” or “no”.
• Physical play must be appropriate, mutually agreed and safe.
• Hitting, kicking, pushing, grabbing, biting or deliberately hurting another person is not acceptable.
• Children should not deliberately invade another child’s personal space or interfere with their belongings.
• Teasing or making comments about another child’s body, appearance, family, background or abilities is not acceptable.
• Children should tell a trusted adult if someone repeatedly ignores their boundaries.

We will intervene promptly when a child’s personal boundaries are not being respected.

4. Bullying

We do not tolerate bullying.

Bullying is behaviour that is deliberately hurtful, repeated or persistent, and where there is an imbalance of power or difficulty for the child affected in stopping the behaviour.
Bullying can include:
• Physical bullying, such as hitting, pushing or kicking.
• Verbal bullying, including insults, threats or name-calling.
• Social bullying, such as deliberately excluding or isolating someone.
• Emotional bullying, including intimidation or humiliation.
• Online or digital bullying connected to relationships within the group.*
• Deliberately damaging or taking another child's belongings.
• Repeated teasing or targeting of a particular child.
• Discriminatory or derogatory comments about a person's characteristics or background.

A single incident may not meet the definition of bullying, but **all incidents of unkind, aggressive or inappropriate behaviour will be taken seriously.**

- *Cyberbullying: Managing cyberbullying in a device-free afterschool program requires addressing the behavior, not just the technology. Since the bullying happens off-site or covertly, your strategy must focus on prevention, culture, and clear reporting.*
  We will:
  Enforce strict check-ins Collect all student devices at the door. Store them in secure, numbered slots.

  Monitor smart accessories. Ban smartwatches or require them to be placed in airplane mode.

  Audit program technology. Restrict internet access on program-owned computers. Block social media and messaging sites.

  More details have been added to the Safeguarding Policy.

5. Responding to Bullying

If a child reports bullying, I will personally:
1. Listen calmly and take the child's concerns seriously.
2. Ensure the child is safe and supported.
3. Establish what has happened without making assumptions.
4. Speak to the children involved separately where appropriate.
5. Record significant incidents and actions taken.
6. Inform parents/carers when appropriate and in accordance with the setting's procedures.
7. Monitor the situation to ensure the behaviour does not continue.
8. Consider additional support for both the child experiencing the behaviour and the child responsible for it.
9. Follow safeguarding procedures if there is a concern that a child may be at risk of harm.

Children will be encouraged to report concerns rather than trying to deal with repeated bullying themselves.

6. Managing Challenging Behaviour

All future staff, volunteers and students will be trained in the behaviour management policy.

Staff will use positive behaviour management strategies wherever possible. These may include:

• A calm reminder of the expected behaviour.
• Giving the child an opportunity to correct their behaviour.
• Helping the child identify what happened and why.
• Supporting the child to use appropriate language to resolve conflict.
• Moving children apart when necessary to maintain safety.
• Allowing time and space for a child to regulate their emotions.
• Agreeing appropriate consequences that are proportionate to the behaviour.
• Encouraging the child to repair relationships where appropriate, for example through an apology or restorative conversation.

Consequences will be reasonable, proportionate and related to the behaviour. Children will not be humiliated, shouted at, threatened, intimidated, isolated, neglected or subjected to physical punishment. Restraint of children by unapproved methods is completely forbidden.

Staff will physically intervene when:

- A child leaves the afterschool unaccompanied, if and without authorisation but voluntarily, parents/ guardians will be immediately contacted, Gardai will be reached to report as well, the premises will never be left unattended and other children's safety must be prioritised.
  However we will first try to stop the child from leaving but never hurting them or ourselves.
  This will be considered as a severe breach of trust with management and consequences will be proportionate.
- Prevent injury to the child or others.
- Prevent significant damage to equipment or property.

Staff will physical intervention will always meet:

- Used only as a last resort, after verbal reiterated communication.
- Ensuring no pain is inflicted upon children.
- The incident is recorded.
- Parents/Guardians to be communicated.
- Is an approved evidence method in which all staff has been trained and certified (Annex 1)

7. Physical Aggression

If a child physically hurts or threatens another person, staff will immediately prioritise everyone's safety.
Staff may:
• Separate the children involved.
• Provide first aid or emotional support where necessary.
• Give clear instructions to stop unsafe behaviour.
• Allow the child time to calm down.
• Discuss the incident with the child once they are calm.
• Inform parents/carers where appropriate.
• Record the incident.
• Review whether additional strategies or support are needed.

Any physical intervention by staff must only be used where necessary and in accordance with the setting's safeguarding and physical intervention procedures.

8. Staff Responsibilities

All staff are responsible for creating a positive environment and modelling respectful behaviour.
Staff should:
• Apply expectations consistently and fairly.
• Avoid favouritism.
• Listen to children's concerns.
• Intervene promptly when boundaries are crossed.
• Take reports of bullying seriously.
• Maintain appropriate professional boundaries with children.
• Keep appropriate records of significant incidents.
• Communicate relevant concerns to the designated person/manager.
• Follow safeguarding procedures whenever a concern goes beyond ordinary behaviour management.

Staff should never ignore repeated behaviour simply because it appears to be "children being children."

9. Working With Parents and Carers

We aim to work collaboratively with parents and carers.
Where behaviour becomes persistent, serious or involves bullying, parents/carers may be contacted to discuss:
• What has happened.
• What action has already been taken.
• Any patterns that have been identified.
• Strategies that may help the child.
• How the setting and family can work together.

Information about other children will remain confidential. Parents/carers will only be given information that relates appropriately to their own child.

10. Confidentiality and Safeguarding

Behaviour concerns may sometimes indicate a wider safeguarding issue. I will be reporting safeguarding concerns to the appropriate designated person and follow the safeguarding procedures setting. Information about incidents will be handled sensitively and shared only with people who need the information to safeguard and support the children involved.

11. Review

This policy will be reviewed regularly to ensure that it remains effective, appropriate for the age and needs of the children, and consistent with the setting's safeguarding procedures and applicable requirements.
Policy owner: Beatriz Garcia
Date adopted: 2026/2027
Next review date: July 2027
Manager/Designated person: Beatriz Garcia

Annex 1

Without an Individual Education Plan (IEP) or a pre-planned restrictive practice agreement, physical intervention is strictly an emergency-only action to prevent imminent injury.

The Evidence-Based "Last Resort" Protocol

If a child becomes suddenly violent, staff must execute this universal cascade:

[Verbal De-escalation & Room Clear] ➔ [Physical Deflection & Escorting] ➔ [Emergency Restrictive Hold]

- The Legal Standard: Staff can only apply Reasonable Force. This means using the minimum force necessary, for the shortest time possible, solely to maintain safety.
- The Absolute Bans: Physical intervention must never be used as a punishment or for discipline.

Step-by-Step Emergency Method for Staff

Because there is no behavioral diagnosis to guide preventative planning, staff must handle sudden, escalated behaviors using a universal, defensive approach:

1. Immediate Safety Setup (De-escalation)
    - Evacuate the Area: Move all other children away from the agitated student immediately.
    - Command Voice: Use a low, calm, but authoritative tone of voice.
    - Dynamic Risk Assessment: Continuously judge whether the student's actions present an immediate danger of injury to themselves or others.
2. Non-Restrictive Intervention
    - Strategic Positioning: Stand at an angle (not face-to-face) to reduce perceived threat and safeguard yourself.
    - Defensive Guiding: Use open hands to guide a student away from danger (e.g., away from glass or a road) without grabbing or trapping their limbs.
3. Emergency Physical Hold (Absolute Last Resort)
    - When Allowed: Only when a student is actively harming someone, or about to run into traffic, and all verbal attempts have failed.
    - The Hold Technique: Staff should utilize standardized training procedures (such as a seated or standing wrap taught by CPI Safety Intervention or CALM methods).
    - Prohibited Holds: Never apply pressure to the chest, neck, or back. Floor restraints (prone or supine) are entirely prohibited.

4. Post-Incident
    - Medical Check: Immediately check the child and staff for physical injuries or shock.
    - Mandatory Log: The event must be logged using the school or facility's formal Incident Recording Form.
    - Parental Notification: Parents or guardians must be informed of the restraint on the exact same day
    - Reporting to Tusla within 3 days if any medical harm.